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Training Club Magazine

TRAINING CLUB MAGAZINE

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- Entrepreneurial Mindset -

The European Commission aims to transform Europe into an intelligent, sustainable and inclusive economy, that expresses itself in high levels of productivity, social cohesion and employment, with particular attention to young people.

In this context, our Erasmus strategic partnership developed a multi-action program for Youth Workers, who acquired the necessary skills to enable Young people to translate their business ideas into practice.

We encouraged social entrepreneurship while contributing to unlocking the growth potential of European youth. While the traditional entrepreneur's ultimate purpose is to make money, the social entrepreneur's ultimate goal is to achieve profit while making long-term societal change.

Our consortium of four partners from Romania, Italy, Poland and Turkey created materials such as courses, workshop scenarios and useful guides to help youth and youth workers.

Youth workers facilitated the activities presented in the following pages, collected feedback and proudly shared them to promote the entrepreneurial mindset, advance equal opportunities and gender diversity to those wanting to start a business by implementing solutions that lead to an improvement in the quality of life for as many people as possible.

Happy reading!

To increase the availability of easily-accessible, high-quality, free-of-charge tools and methods for educators and other professionals working with young people, we developed this magazine.



TEAM4Excellence empowers the community to share common values and responsibilities through experiences with European citizens.

Our vision is to share and involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values.

**For Europe and for the world!
Over 1000 people from Constanta and about 100 European youth benefit from our activities every year.**

Together is better!



**Together
Everyone
Achieves
More**

Project partners



TEAM4Excellence (Romania)

TEAM4Excellence Association seeks to contribute to a sustainable future through involving in the personal and professional development in order to address the need for a competent workforce of the economy because we believe that Romania needs sustainable excellence for achieving outstanding results in terms of performance, productivity and competitiveness. We run multiple Erasmus+ projects and partnerships focused on lifelong learning and believe in the benefits of education at any age. For that reason, we regularly train our staff and deliver training courses to individuals and organisations.



INBIE (Poland)

Foundation "Research and Innovation in Education Institute" [INBIE] is an NGO Institution situated in Czestochowa – Poland, founded in 2014. INBIE promotes equal educational opportunities for all social groups, fights against social exclusion and supports adult people at risk of marginalization. INBIE cooperates closely with formal and non-formal educational Institutions, local authorities, and Czestochowa Centre of Non-Governmental Organisations to develop adults' new skills to increase their chances of a successful return to work and search for better life chances.



Co-laboratory (Italy)

CO-LABORY is a coworking space committed to promoting a new entrepreneurial culture based on personal social responsibility, on the centrality of the person, on the relationships of reciprocity and the social function of business profit; help to join forces to aggregate all the associative, entrepreneurial and institutional realities that share the same values, in order to strengthen the culture and planning for a better world and to start paths to promote the culture of innovation and sustainable development for the co-development economy of the territories, to support employment and entrepreneurship in a participatory perspective.



Governorship of Istanbul (Turkey)

Governorship of Istanbul (İstanbul Valiliği-GOI) is the highest administrative authority in the city with a number of approximately 300 civil servants and giving service in various fields. GOI has protocols with different institutions for the projects in Istanbul and is in charge to ensure an active participation of the governorships to EU accession process, to follow fully implementations of administrative and legal reforms carried out within this framework, to back up the project activities of the institutions and encourage them and provide necessary support to the ongoing EU project of these institutions regarding the coordination, promotion and publicity of the projects.

Doing workshops for young people

Why is it important to educate youth workers and young people about entrepreneurship?

In recent decades it has been recognized that entrepreneurship has great potential in contributing not only to the job creation, but also in addressing wider social and economic needs, and in promoting more connected and inclusive societies. Entrepreneurship comes in many forms and different roles: it is a tool to develop talent and to stimulate innovation, bearer of good practice and promoter of social values, but in the current context also a solution for unemployment and a way to reactivate the NEET.

At the same time, non-formal education offers these groups new and interactive methods such as workshops to accumulate basic notions about entrepreneurship and acquire new skills. This material offers twelve workshop scenarios that can be transferred and multiplied by youth workers and the organizations in which they work.



One of the main benefits of starting an entrepreneurship program at a young age is the chance to develop important abilities like **teamwork**, **networking**, **problem-solving skills**, **critical and creative thinking**, **self-discipline** and **public speaking**. All of these abilities can help later in life or they can contribute to the implementation of innovative ideas.

In this process, learners also discover their interests and strengths and they can reflect on the personal and social needs of the group they belong to or of another disadvantaged group. They can find opportunities for improvement and set achievable goals.



Differences between social entrepreneurship and entrepreneurship

PURPOSE

- To provide deeper understanding about social entrepreneurship and the difference between entrepreneurship and social entrepreneurship to increase participants communication and team working skills

MATERIALS

- Red papers with vulnerable name groups, e.g. elderly, women head of family, poor people, etc., pencils
- Yellow papers with labour sectors names, e.g. technology, food, health, etc, pencils
- Handout for participants: Definitions
- Classroom/training room with chairs

TARGET GROUP

Youth workers, learners

TIME

1h 30 min

FACILITATION STEPS

1. **Introduction on Entrepreneurship and Social Entrepreneurship**
2. **Practical exercise.** Vulnerable groups and labour market opportunities. The trainer should lead discussion in plenary on topic: *What does it mean to be vulnerable group in the society, and how they are defined?* The group will sit down in a circle around the facilitator, who will give to each participant one of the red cards with the name of a vulnerable group and one yellow card with the name of a labour sector.
3. **Individual reflection.** Each participant has ten minutes to think about an idea of a Social Entrepreneurship proposal using the group and sector given.
4. **Presentation.** Each participant explains in max. 3 min. the proposal and the tutor as well as the other participants can make comments and suggestions if there is a need.

DEBRIEFING

- Do you think that you also possess the qualities that you wrote on your posters?
- Do you think that these attitudes and qualities can be obtained by learning or by experience?
- Do you think that these attitudes and qualities depends on the field where the entrepreneur would like to develop his business?

What is Entrepreneurship?

Entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. The most obvious example of entrepreneurship is the starting of new businesses. In economics, entrepreneurship combined with land, labour, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.



What is Social Entrepreneurship?

Social entrepreneurship is the idea of combining innovative methods used by business entrepreneurs with **a desire to bring a significant social change**. Social entrepreneurs address pervasive social problems, find ways to overcome them, and implement their solutions, ideally on a large scale.

Social entrepreneurship is all about recognizing the social problems and achieving a social change by employing entrepreneurial principles, processes and operations. It is all about making a research to completely define a particular social problem and then organizing, creating and managing a social venture to attain the desired change. The change may or may not include a thorough elimination of a social problem. It may be a lifetime process focusing on **the improvement of the existing circumstances**.



Lessons learned

Social economics is a branch of economics—and a social science—that focuses on the relationship between **social behavior** and **economics**. Social economics consists of two broad perspectives that, though opposite in their approach, can be thought of as complementary.



Types and sectors of social entrepreneurship

- PURPOSE**
- To increase level of knowledge of participants related to existing types and sectors where Social Entrepreneurship is developed
 - To visualize in real life how the Social Entrepreneurship can be applied

- MATERIALS**
- Cardboards (min. 50cm X 70cm)., markers, crayons, coloured pencils
 - Name of the participants cutting one by one and a bag
 - Face paintings. Clothes to dress up, Instruments
 - Handout: Definitions of the Types of SE printed in individual papers one for each team

TARGET GROUP Youth workers, Learners

TIME 1h 30 min

- FACILITATION STEPS**
1. **Intro.** Divide the group in five small teams, giving to each team a "Type of Social Entrepreneurship"
 2. **Group work and presentation.** Each team has to read the definition and example and find a creative way to expose to the rest of the group. The teams can do any kind of presentation: songs, theatre presentations, drawings, etc. The teams will have 5 minutes each one to do their exposition. Presentation time includes couple of minutes breaks between groups
 3. **“Summing up” and theoretical input.** The trainer and the participants will use this time to clarify the concept and ask questions. The trainer will present selected resources important for this topic

DEBRIEFING **Performance Based Assessment** is a testing requires a learner to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance assessments include group projects, experiments testing and demonstrations giving.

Community project

A community project is a term applied to any community-based project or initiative. This covers a wide variety of different areas within a community or a group. Projects can cover almost anything that concerns the community and aims to address a social, environmental or economic issue.



Social Enterprise

A social enterprise, typically initiated by a non-profit, uses business operations and strategies to generate revenue from the private market to assist in sustaining the organization’s primary services.

Participants learned more about different forms of Social Enterprise:

- Training for those with challenges in facing the workforce
- Employment for marginalized citizens
- Non-profits that house social enterprises with the goal of subsidizing their services,
- Non-profits/private sector business partnerships that support the goals of the non-profit businesses owned and operated by Indigenous communities





Types of entrepreneurs

PURPOSE

- To identify the characteristics of different entrepreneurs and reflecting on the ideal type entrepreneur

MATERIALS

- 5 papers with 5 types of entrepreneurs for each group
- Small paper: stars, squares, rounds, rectangles, triangles

TARGET GROUP TIME

Youth workers, learners
1h

FACILITATION STEPS

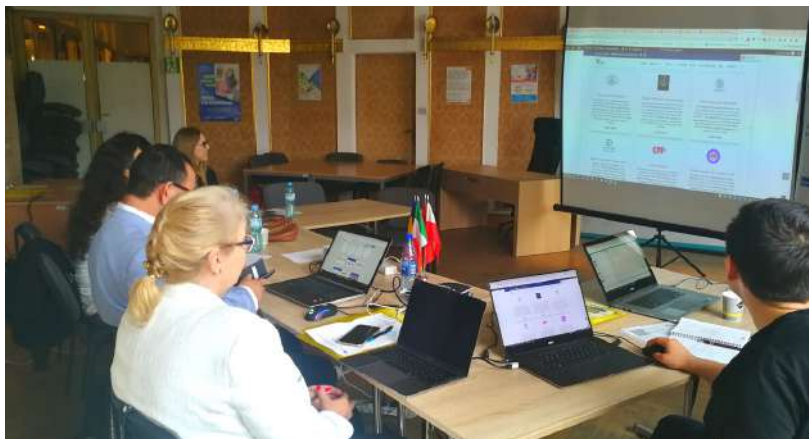
1. **Introduction.** The facilitator should explain the whole activity.
2. **Method.** Cut from the paper: stars, squares, rounds, rectangles, triangles. Put all the figures into envelope (or some bag). Then each member chooses the figure from the envelope. Members with the same figures create a team. Should be 5 teams, because of the 5 types of entrepreneurs which will be discussed. Each team receives a paper with a type of entrepreneur and a description of it. During this time, each group has to discuss the type of entrepreneur they received. Also, each group should prepare an acting moment and a presentation followed by a short explanation of what type of entrepreneur they had represented.
3. **Presentation.** Each group has 3 minutes for acting/presenting.
4. **Debate/discuss** about each group performance and particular type of entrepreneur. After each team's acting, the facilitator should ask other teams what characteristics they have noticed, do they think that it is good or bad type of entrepreneur. After short discussion, the acting team should say what type they have presented, read the description they have received from the facilitator before team working.

DEBRIEFING

- Have you ever had experience with any of these types of entrepreneurs?
- Have you ever acted like one of them?
- How do you think which type of entrepreneur could be the most successful one and which the least?

Participants learned about the following types of entrepreneurs and their entrepreneurial thinking models:

- **The skeptical entrepreneur:** This entrepreneur sees the success of others and immediately starts to question it. They examine that person's business and looks for the "lucky" breaks, or inheritance they think that successful entrepreneur received.
- **The copycat entrepreneur:** There is nothing wrong with modeling success—it's actually very smart. There is a fine line, however, between modeling and copying. Modeling success means you see what works and figure out how to make it relevant to your business, and who you are as a person. If you have been copying, get honest and switch from copying to modeling.
- **The research entrepreneur:** This entrepreneur loves to learn. They research every possible scenario and outcome for strategies to start or grow a business. There is nothing wrong with learning, but when that's all you do, it becomes a problem. The research ends up becoming an excuse for not taking action. The key to success is learning and then implementing.
- **The determined entrepreneur:** This entrepreneur hasn't "made it" but they will, no matter what. They see the value in entrepreneurship, they see that success is possible without copying, and they do everything they can to start or grow their business.
- **The accomplished entrepreneur:** This entrepreneur has gone through all the stages of entrepreneurship and building a business, and has reached success. They are now focused on scaling their business and leaving a legacy that extends beyond their lifetime.



They worked in teams and saw the benefits and weaknesses in each entrepreneur's model.



Impact Gaps Canvas

PURPOSE MATERIALS

- Teach learners how to use Impact Gaps Canvas about a challenge or problem
- Blank Impact Gaps Canvas Template,
- Internet
- Board

TARGET GROUP

Youth workers, entrepreneurs

TIME

50 min

FACILITATION STEPS

- 1. Before starting the session.** Introduce the Canvas and its background, for this you can use the video prepared by Daniella Papi-Thorns. Then, show the learners the Canvas and give an overview with requirements and questions for the parts to be completed through research and discussions. Before starting to fill out each part, brainstorm with the learners about the problems and challenges to which they want to address and make a social change. During the brainstorming, write problem or challenge areas on the board. Taken into consideration of the specified problems/challenges, create working groups in which the learners will work on the similar problems.
- 2. During the session.** Introduce Challenge Mapping and encourage the learners to consider the facts and questions they have about the challenge. Reflection time for groups to brainstorm the questions they would want to answer to better understand the challenge followed by a few minutes of group sharing and feedback on areas where you feel they could explore further or think about something differently. Introduce Solutions Mapping and encourage the learners to consider the solution efforts and resources they already know about, as well as the questions they have about the landscape of current solutions. Introduce the Impact Gaps followed by a short discussion about broad types of impact gaps that the groups are willing to address.

DEBRIEFING

Group reflection discussion, Q&A, and final examples of how others have put the Canvas to use and how it might be useful as they take their work forward.

Impact Gaps Canvas invites users to map two parts of the ecosystem and then identify gaps or possible paths to increase impact. The Impact Gaps Canvas is not about trying to solve the problem but identifying the area to contribute and create social impact unlike Business Model Canvas that is likely to lock people into “one” problem and keeping them from explore the problem the wider system in-depth.



WHERE ARE THE GAPS BETWEEN THE CHALLENGE AND SOLUTIONS

Who or what is not being served and what is missing to bridge that gap? What actions can be taken to fill the gaps?

WHERE ARE THE GAPS WITHIN THE SOLUTIONS

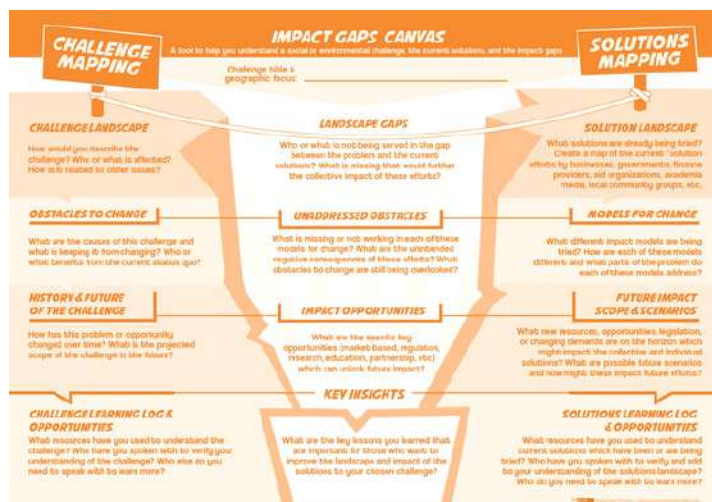
What is missing (specific regulations, knowledge sharing, new efforts, partnership etc) that would further link up the solutions and achieve greater collective impact?

WHERE ARE THE UNADDRESSED OBSTACLES

What is being overlooked? What specific key opportunities could unlock future impact?

WHAT ARE THE KEY LESSONS LEARNED

Where are the biggest opportunities for impact?





Writing a 10-word Impact Statement

PURPOSE • Teach learners how to generate proper and clear impact statements

MATERIALS • Pen, Paper, Board

TARGET GROUP Youth workers, entrepreneurs

TIME 20 min

FACILITATION STEPS

The 10-word impact statement tells everyone what a social enterprise set out to accomplish. After carrying out the SOAR Analysis and filling out the Impact Gaps Canvas, it is easier to define the measurable social impact of a social enterprise because the capacity and the challenges to be addressed by the social enterprise are identified during these procedures. Here are the components of a good measurable impact statement:

- A verb – action word
- A target population (target groups, customers, users, and beneficiaries)
- A measurable outcome

Instructions

- Make groups of the learners – you can keep the same groups that are created in the previous activity.
- Hand out a blank paper to each group.
- Ask the groups to write alternative three different 10-word impact statements based on the challenge they want to address based on the results from Impact Gaps Canvas.
- Make sure that each group share the statements with the other learners. During this procedure, ask the learners to evaluate the measurability of the impact.

DEBRIEFING Peer evaluation

Why Impact Statements?

Impact statements demonstrate how our work makes a difference in the lives of people, communities, and the environment. Documenting the results of our efforts is also increasingly expected by funders and stakeholders. Those of us in the public sector identify and illustrate how our work makes a difference in our clientele's economic, environmental, and social well-being through impact statements and impact reports.

What is Impact?

Impact means the reportable and verifiable difference a land-grant program makes in the lives of people. Impacts are the documented results of a program, course, or research project.

Impact reporting:

- Illustrates the importance of the land-grant effort
- Describes the positive change we make in social, economic, and environmental conditions
- Provides public accountability
- Shows the economic value of our work through:
 - a. Increased income
 - b. Savings
 - c. Increased productivity
 - d. Value added
 - e. Expected values of outcomes
 - f. Alternative opportunity cost of capital
 - g. Willingness to pay
 - h. Multiplier effect
 - i. Increased quality of life (health, education, etc.)
 - j. Non-market benefits (cost effectiveness, e.g.)
 - k. Values of indirect outcomes
 - l. High rates of return on investment
- Provides teaching/learning, research/discovery, and extension and outreach/engagement program accountability
- Shows a return on investment
- Fosters better public understanding of the whole picture of teaching/learning, research/discovery, and extension and outreach/engagement
- Provides a reputation that improves future funding opportunities
- Increases awareness of programs within the institution



Participants learned that impact is important because:

- Helps us reflect on and improve our work
- Demonstrates the difference we make in people's lives, communities, and the environment
- Improves visibility of programs (local, state, national)
- Generates support
- Is a repository of results for speeches and other communication
- Helps us focus on issues, initiatives, and program themes
- Builds greater understanding of our programs by the public. Illustrates our accountability



Words Salad

- PURPOSE**
- To link ecology, sustainability to social entrepreneurship
 - To practice team work and communication skills

- MATERIALS**
- Smartphone or laptop connected to the internet
 - Sheet blogs: paper A3 and A4, markers, crayons, coloured pencils

TARGET GROUP Youth workers, 20 participants

TIME 1h

FACILITATION STEPS

Split the group in three or four smaller groups of even numbers: the smaller groups form a circle round a table or on the floor and participants are sitting opposite each other team mates

-The trainers write some cards with words related to ecology and entrepreneurship (e.g. solar panel, tree, start-up etc.) and put in a bowl in the centre of the table

-Each participant gets 1 minute to pick words from the bowl and describe it to his team mate. This is done in three rounds (using same words each round):

1st round: Describe with words but without using the word.

2nd round: Describe using only ONE word.

3rd round: Describe without using words (mime, use of props etc).

Points system: Winning team is the one with most guessed words. If a word is taking too long or the other person is not getting it, you can pick a different card.

The round finishes when the bowl is empty.

DEBRIEFING

- This section will be based on active participation, workshop exercise, and team projects' conclusions
- You need to know the names of your prescriptions and understand the important details about how they work

The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies.

Participants learned more about the Sustainable Development Goals (SDGs) or Global Goals which are a collection of **17 interlinked goals** designed to be a "blueprint to achieve a better and more sustainable future for all".




The **Words Salad** exercise is a game created to involve team members on different topics about ecology and young entrepreneurship. In fact, participants get to describe terms and concepts related to the themes while having fun. Promotes efficient teamwork to be more competitive with the other teams whilst at the same time learning from the other teams' mistakes or good practices. It also helps being more tolerant approach to other team members if there is any kind of miscommunication which might lead to failure.





Explore businesses and innovate them

PURPOSE • To support learners searching for a good social enterprise example

MATERIALS • Internet, pen, paper, board

TARGET GROUP Youth workers, young enterprises

TIME 1h

FACILITATION STEPS

- Make pairs of the learners in your teaching environment and make sure that each pair has access to Internet connection.
- Ask the pairs to search about two social enterprises in their country and/or region that has created a social impact. During their research, tell the pairs to consider following questions:
 - What social business model do they adopt?
 - Whom do they address?
 - What values do they propose?
 - What social impact do they want to create through these businesses?
- After the pairs complete the research, ask them the previously stated questions.
- Now, ask them to switch the social enterprises they find with other pairs and repeat the process with asking the questions.
- As a follow up, ask the learners to guess what would be their impact statements. Have them select 2 social enterprises presented and try guessing and writing impact statements for them.

DEBRIEFING

- Explain the purpose and usefulness of the workshop methodology to the group
- Explain the basis of popular education methodology and concept
- Ask participants to provide feedback

Social enterprises apply business models to social problem aiming to create a social impact. The ultimate goal is to achieve sustainability by enabling profit to support businesses financially instead of relying on donations and grants. Since there are no share-holders, the social enterprises operate by providing goods and services and re-invest this profit in the work of the organization.

In Europe the term ‘social enterprise’ is used to cover the following **types of business**:

- Those for who the social or societal objective is of common good and is the reason for the commercial activity, often in the form of a high level of social innovation
- Those where profits are reinvested with a view to achieving this social objective
- Those where the method of organisation or ownership system reflects the enterprise’s mission, using democratic or participatory principles or focusing on social justice

Taken into consideration of these business types, social enterprises need to adopt **an effective business model** with essential two key elements:

- an operating strategy that includes internal organizational structure and external partnerships that are crucial for creating the organization’s intended impact
- a resource strategy that defines where and on what terms the organization will acquire the resources (financial and human) it needs to do its work.

How do learners benefit from this activity

The youth workers will be able to:

- Identify different social business models
- Explain the concept of social enterprise and its key elements
- Show learners how to analyse
- Guide learners how to relate the business model and real examples
- Help them to re-construct and innovate the impacts based on real examples



The youth workers will facilitate the acquisition and improvement of the following entrepreneurial competences:

- Communication
- Collaboration
- Working with others
- Learning through experience
- Being analytical
- Innovative thinking





SOAR Analysis Exercise

PURPOSE • To help learners to create a strategic plan for their social business by using SOAR Analysis

MATERIALS • Pen, paper, flipchart and sticky notes

TARGET GROUP Youth workers, young entrepreneurs

TIME 75 min

FACILITATION STEPS

- Start by stating the purpose of SOAR exercise and ensure everyone is on the same page.
- Nominate someone as a facilitator. Use flipchart and sticky notes for brainstorming.
- Let the group define a strategic plan as a case and decide action steps to develop it.
- Stop after 30 minutes of brainstorming. Group similar ideas and themes.
- Vote and prioritize issues
- Create an action plan assigning responsibility for each issue to each group member

DEBRIEFING

- Peer evaluation
- Defining strategical priorities for learners' business plans

What is a Value Proposition?

A value proposition is a statement that answers “why” someone should do business with you. It defines the benefits and tangible results that your target audience gets from using your products and services. An effective and well-defined value proposition can benefit a social enterprise by helping focus on operations and differentiating from the other enterprises in the market place.

Learners found out about the characteristics of a good value proposition:

- Be concise and clear to understand
- Define your target customer – to who does your enterprise offer services/products
- Define the type of value and/or benefit derived from what a social enterprise offers
- Explain what you do to generate the benefit of a social enterprise

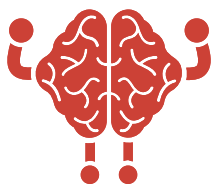


What is S.O.A.R (Strengths, Opportunities, Aspirations, Results) Analysis?

SOAR analysis is a strategic technique which helps organizations to focus on the current strengths and opportunities and to create a vision of future aspirations and desired results.

Strengths

This concerns the foremost strengths of an organization. It refers to all capacities, skills, and accomplishments along with key assets and resources.



Opportunities

This concerns possibilities and chances to eventually leverage for success.



Aspirations

An expression of what you want to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation.



Results

This shows how you will know that you achieved your aspirations indicated by tangible, and measurable results.





Business models that have changed the world

- PURPOSE**
- To increase level of knowledge of participants related to Business Models and how to implement in their own business.
 - To visualize in real life how the business models can be applied.

- MATERIALS**
- Film available in YouTube: *What is The Cash Conversion Cycle - CCC?* (<https://youtu.be/p72xAATgpfM>), *What is Crowdfunding? CrowdFunding planning? What, How, Why and when* (<https://youtu.be/8b5-iEnW70k>), *How Zara Took Over The Industry Using Fast Fashion* (https://youtu.be/l8_gmYNCQ1g)
 - Cardboards (min. 50cm X 70cm)
 - Sheets, color pencils
 - Handouts: Business models printed and handed to each group

TARGET GROUP Youth workers, learners

TIME 45 min

- FACILITATION STEPS**
1. **Intro (5 min)**. The class should be divided in groups of three people. giving to each team one business model to watch
 2. **Group work and presentation (30min)**. Each team should read the Theory, definitions and types of Business Models and discuss in the groups which model better suits their idea of business and why. Each group must present the results of their discussion in a poster. The same group will watch one of the films proposed by the trainer and discuss why is innovative business model and how can be adapted to their own business ideas. The teams will have 2 minutes to present their conclusions and try to convince the others that this model is the best model and should be use by everybody.
 3. **“Summing up” and theoretical input (10 min)**. The trainer and the participants will use this time to clarify the concepts and solve any doubts from the course participants. The trainer will present selected resources important for this topic

- DEBRIEFING**
- Performance Based Assessment

What is a business model?

The term business model refers to a company's plan for making a profit. It identifies the products or services the business plans to sell, its identified target market, and any anticipated expenses. Business models are important for both new and established businesses. They help new, developing companies attract investment, recruit talent, and motivate management and staff. Business plans help investors evaluate companies that interest them.

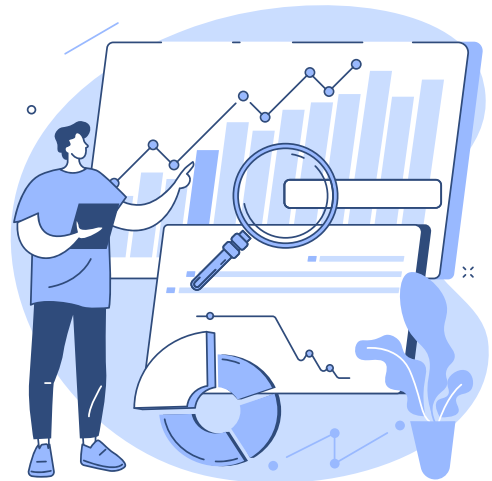


Types of business models

There are as many types of business models as there are types of business. For instance, direct sales, franchising, advertising-based, and brick-and-mortar stores are all examples of traditional business models.

Some examples of business models are:

- Cash Machine
- Integrator
- Freemium
- Open Business
- Subscription model
- User design
- Pay What You Want
- Selling experiences
- Razor and Blade



How do learners benefit from this activity

Business models are crucial since they inform investors of a company's competitive advantage and give them a better understanding of how the business operates. A solid company plan results in revenue generating and future growth.

They will learn to identify and communicate the **nine key elements of a business model**:

1. Customer Segments,
2. Value Proposition,
3. Channels,
4. Customer Relationships,
5. Key Resources,
6. Key Activities,
7. Key Partners,
8. Revenue Streams
9. Cost Structure



Create your Social Business Model

PURPOSE

- The living library is a method used to promote diversity and human dignity and to encourage dialogue between people.

MATERIALS

- Cardboards (min. 50cm X 70cm)
- Sheets, color pencils
- Handouts: Business models printed and handed to each group

TARGET GROUP

Youth workers, learners

TIME

1h 30 min

FACILITATION STEPS

We start with questions like:

What is the context in which your company or undertaking is to operate?

What open environment is already working in your environment?

Will your action be based on it or participate in it?

1. **Intro (10 min)**. The class should be divided in groups of three people. giving to each team the possibility to choose one business model
2. **Group work and presentation (60min)**. Each team should read the theory, definitions and have their own printed information material to be used in this exercise, and discuss in the groups how to fill in all the boxes in the Business Model Canvas template with their best ideas that suits their business goals. Each group must present the results of their discussion in a poster
3. **“Summing up” and theoretical input (20 min)**. The trainer and the participants will use this time to clarify the concepts and solve any doubts from the course participants. The trainer will present selected resources important for this topic

DEBRIEFING

- Performance Based Assessment: group projects enabling a number of learners to work together on a topic that requires planning, research, internal discussion, and group presentation.

MISSION:					
IMPLEMENTATION		VALUE	MARKET		
Key Allies	Key Resources	Social Innovation	Customer Relationships		Channels
	Key Activities	Value Proposition	Consumer Benefits		
FINANCES					
Cost of Delivery		Community Reinvestment	Revenue Streams		

By 'business model' we mean a design for the successful operation of a business. It describes how you will reach customers, give them something they value, and make enough money from doing so to achieve your social impact. A Social Business Model Canvas provides a powerful visual tool to help with business model design. It's an adaptation of a well-known technique, first developed by Alexander Osterwalder

Social Business Model Canvas expands on the previous model and is often used by social companies since it considers all of the components required to achieve both social and economic sustainability.

How to apply Social Business Model Canvas

There are different ways to start the process. Start with:

1. **An idea** – start with defining the value proposition for a specific customer segment.
2. **Potential / existing customers** – start with the customer segment and ask what value proposition you are delivering / could deliver to them and how.
3. **Your resources** – Start to think what key resources (competences, experiences, physical resources, financial resources, etc.) you or your partners have and based on this develop your offer for a specific customer group.

After a careful study of the existing templates, **participants concluded that all social business plans share the following steps - pillars:**

- Determining the main purpose of the social enterprise;
- Designing a specific action plan in which all secondary goals will eventually be achieved;
- Defining specific qualitative and quantitative criteria to relate to the design, measurement and improvement of the outcomes of potential social business;
- Making decisions related to the detection of necessary resources, as well as the costs and revenues of the enterprise





Pitch your Start-Up

PURPOSE

- To provide deeper understanding about Pitch method in start-ups and new business. Pitching a good idea or project is the step or gap between idea generation and taking action.

MATERIALS

- Handout for participants: Definitions
- Laptop with Internet connection
- Sheets blogs; Pencils, markers, crayons, coloured pencils.
- Download the StartupMadlibs_worksheet from:
https://fi.co/system/upload/StartupMadlibs_worksheet.pdf

TARGET GROUP

Youth workers, learners

TIME

1h 30 min

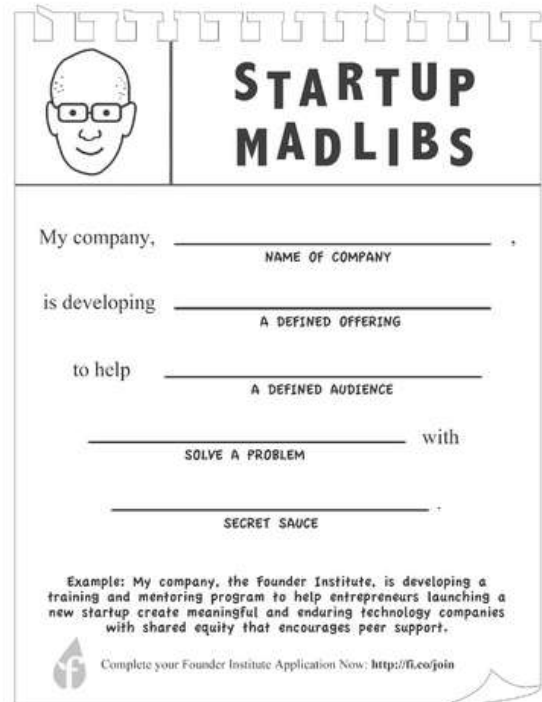
FACILITATION STEPS

- 1. Intro (15 min):** Divide the group in small teams of three people, giving to each team the possibility to discuss and build a pitch for their entrepreneurship. This step is very important because they must agree in a business type and after build their pitch.
- 2. Group work and presentation (45 min):** Each team has to read the definition and examples given in this section and find a creative way to prepare their presentation. Some important information to print and give to the learners:
 - As a start-up founder, you will meet hundreds of people at various meetings, events and conferences. You will also, routinely, introduce yourself to complete strangers by email. In such situations, you have seconds to peak someone's curiosity. And the best way to do that is a compelling Elevator Pitch.
 - Use the template attached below in fig. 1.
 - This one-sentence statement explains what you do, who you serve and why it matters in simple language.
 - Go through each of the items that you can see in fig. 2.
 - The small groups will present their "Elevator Pitch".
- 3. "Summing up" and theoretical input (30 min):** The trainer and the participants will use this time to clarify the concept and ask questions. The trainer will make a summarize of the good and weaky points of the presentations without focusing in a special group no to des-motivate the learners.

DEBRIEFING

- What do you do really well?
- What problem does that skill solve?
- Who do you solve this problem for?

An **elevator pitch**, elevator speech, or elevator statement is a short description of an idea, product, or company that explains the concept in a way such that any listener can understand it in a short period of time. This description typically explains who the thing is for, what it does, why it is needed, and how it will get done. Finally, when explaining an individual person, the description generally explains one's skills and goals, and why they would be a productive and beneficial person to have on a team or within a company or project. An elevator pitch does not have to include all of these components, but it usually does at least explain what the idea, product, company, or person is and their value.



The form is titled "STARTUP MADLIBS" and features a cartoon character with glasses. It contains several blank lines for user input, each with a label: "NAME OF COMPANY", "A DEFINED OFFERING", "A DEFINED AUDIENCE", "SOLVE A PROBLEM", and "SECRET SAUCE". An example sentence is provided at the bottom, and a URL for the Founder Institute application is listed.

Fig. 1

Always remember: You are the most important part of the presentation. Make sure that you present yourself as a smart and grounded individual. Key factors to keep in mind are posture, purposeful hand gestures, appropriate pauses, the energy and tone of your voice, and strong eye contact.

To craft a pitch that is succinct and compelling, **participants learned seven fundamental factors:**

- Be brief
- Be clear
- Make it specific to your audience
- Highlight your benefits
- Identify the problem and your solution
- Make a compelling call-to-action
- Extend an invitation to continue the conversation.



·The **defined offering** must be short, simple and capable of being understood by everyone, like "a website", "a mobile application", "hardware" or "desktop software."

·The **defined audience** is the initial group of people that you will market your offering to. In the case of consumer applications, it is usually a demographic, such as "women age 25 to 35 years old." In the case of business applications, it is usually a job function at a type of corporation, such as "system administrators at medium sized technology businesses."

·Now that you have an offering helping an audience, you need to **solve a problem**. The problem needs to be something that everyone understands, such as "reduce the time collecting bill payments" or "engage in an immersive entertainment experience."

·The final component, the **secret sauce**, adds your unique approach to solving the problem and demonstrates a mastery of the market. Some examples are "by sending automated email alerts based on analysis of highest response times" or "with virtual worlds constructed in reaction to the movements of the players."

Fig. 2



Fundraising and Income Generation

PURPOSE

- To understand how fundraising needs to be strategic in order to succeed
- Choosing the best methods of fundraising according to the specific situation

MATERIALS

- Classroom/Training room with PCs, Paper, pencils, Templates for SWOT Analysis and Leaflet guidelines.
- Handout 1: Some of the most important fundraising sources
- Handout 2: Communication appeal letter

TARGET GROUP

15-20 participants 3-4 persons in each group

TIME

1h 30 min

FACILITATION STEPS

- 1. Part I (SWOT to get READY) (30 min):** Identify your business features and potentials. Write down which you believe are the strengths, the weaknesses, the opportunities and the threats of your business in order to reach an investor easier. (TIP: could be used the Business Idea model).
- 2. Part II (Identify Fundraising and Income Sources) (30 min):** Instructor's guidelines
The Swot Analysis of trainees should be taken under consideration before moving to this part, in order to avoid misunderstandings. **Steps for Trainees:**
 - Collecting data about the different ways for Fundraising and Income Generation
 - Identify the key elements/features these types for funding
 - Based on the Key Points of the Swot Analysis, participants will select the optimum way for Fundraising and Income Generation
- 3. Part III (fig.3 Communication Material) (30 min):** It is very important for a founder to develop the relevant communication material, in order to go through a successful fundraising round. These materials will be used to introduce the company to potential investors, materials for the founder to send to investors that show more details about the strategy financially and execution-wise and, lastly, materials that show the current equity structure between founders. **Steps:**
 - Let's think that the framework below is your company's one-page leaflet, and you have to write it in a thorough and qualitative way.
 - It is recommended to use your PCs to have better results
 - Be precise and professional

DEBRIEFING

- Peer evaluation



Fig. 3

There are the individuals hoping to gain funding for their company. As the business becomes increasingly mature, it tends to advance through the funding rounds. On the other side are potential investors. While investors wish for businesses to succeed because they support entrepreneurship and believe in the aims and causes of those businesses, they also hope to gain something back from their investment.

It is common for a company to begin with a seed round and continue with A, B and then C funding rounds. The different rounds of funding operate in essentially the same basic manner; investors offer cash in return for an equity stake in the business. Between the rounds, investors make slightly different demands on the startup.

The European Commission is determined to supporting social economy ecosystems and the workshop focus on EU Funding.

EU Funding is available for all types of companies of any size and sector including entrepreneurs, startups, micro companies, small and medium-sized enterprises, and larger businesses. A wide range of financing is available: business loans, microfinance, guarantees and venture capital.

Participants learned more about important fundraising sources:

- European Commission
- Government funding
- Crowdfunding
- High-net-worth individuals
- Friends & family



Workshop experience

The workshop activities presented took place during the EnMind LTTA (Learning, Teaching, Training Activities) held in Istanbul, Turkey by Governorship of Istanbul And in the multiplier events held in each partner country. During the training days, the participants from the partner organisations gained extensive knowledge about the benefits of entrepreneurship education through non-formal methods. The pleasure of non-formal learning makes us apply the acquired knowledge and realise in how many ways we can look at a subject using research and creativity. From the feedback of the participants we can say that these workshop scenarios implemented internally are suitable to be spread among youth workers, youth work organizations and young people because it develops important skills for a healthy and inclusive development of individuals on both personal and social level.

To implement such activities you need to:

- Design and create practical activity scenarios for supporting NEETs and youth workers
- Bring together experts from partners' organizations for joint learning, knowledge & best practices in pedagogy to support young people
- Gain digital skills and advanced knowledge to support young people for maximum engagement
- Choose optimal alternatives for your needs depending on the topic, problem and predominant learning style



Entrepreneurship education activities

During the workshops and conferences, we tried to inform young people about the opportunities that an entrepreneurial mindset offers them for a better and safer future.

We tried to create contexts in which young people and youth workers can learn the basics of entrepreneurship and develop innovative business ideas with the help of tools such as business models.



Thus, in order to promote entrepreneurial education, we organized events in all partner countries that focused on:

- Workshops on social entrepreneurship
- Business project competitions for young people
- Multiplier events where we taught the participants how to use the results of the project
- Conferences with youth workers, young people and professionals in the field of entrepreneurship



Our project results

- **A Toolkit on Social Entrepreneurship:** "Essential Needs of Educators to Support Seniors" addresses several aspects of education, from the needs of educators that work with seniors to the methods of keeping the seniors engaged in activities.
- **Moodle Practical Guide for Learners and Trainers:** Project Partners designed an innovative course framework and content to improve the skills of the youth workers and staff working with NEETs. You can access the course "Entrepreneurial Mindset" on our platform here: <https://courses.trainingclub.eu/>. The Moodle course contains 12 modules, which intend to provide the needed knowledge and foster the development of skills and knowledge such as:
 1. Social entrepreneurship
 2. Sustainable Development Goals
 3. Impact of social entrepreneurship on society
 4. Creating social enterprises
 5. Business idea
 6. SOAR analysis for creating a value proposition
 7. Business models
 8. Social business models
 9. Pitch your business
 10. Funding opportunities
 11. Measuring performance
 12. Marketing strategies
- **EnMind Online Educational Platform:** This will serve as an open education digital platform for the provision of the training material developed throughout the project. Through this digital platform you can find more information about the EnMind project, stories of how we conceived EnMind with and for young people and youth workers, teaser videos, leaflets and newsletters, the Toolkit, the 12 modules mentioned above and a discussion forum for people to exchange ideas on social entrepreneurship.
- **EnMind User Guide:** The material is provides guidance to go through the platform and the online course without problems, providing explanations of how both work and their roles.



Scan the QR code and access the
EnMind Platform!

You can find all the materials here: <https://trainingclub.eu/enmind/>

Feedback from participants

According to the board members' and youth workers' responses about the experience of participating in the activities carried out within the EnMind project and the effectiveness of using the project results, the following statements were shared:

- “All the resources and activities are of outstanding quality.”
- “This project is a cornerstone in social entrepreneurship non formal education.”
- “EnMind project activities and the materials are strong enough to support entrepreneurs and youth in many aspects. I am glad to be aware of this project . The project materials are very useful.”
- “I really enjoyed being part of the project.”
- “EnMind project materials are very informative. I could learn and practice about entrepreneurship on my own without a teacher.”
- “The material proved to be very useful and interesting.”
- “It would be interesting to transfer these contents also to schools, to bring younger students closer to the issue of entrepreneurship as a possible future development.”
- “I believe that the material developed is of good quality and that it can support the target group of the project adequately.”
- “I shared project results with some colleagues and received positive feedback. The topic is interesting and passing on this knowledge to the youngest helps them to develop transversal skills.”
- “Thanks to the project and the results developed, I was able to improve my knowledge and skills with respect to youth entrepreneurship.”
- “I already started from a good knowledge of the topic, but now I feel I'm more confident in being able to carry out practical activities with young people.”





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